

French

	Reading	Writing	Speaking	Listening	Context & possible exemplar	Knowledge about France
FS			Answer register -Bonjour * Imitate pronunciation - songs and rhymes	* Listen to French songs and rhymes	People culture and communities Know some similarities/differences between life in this country and in others through stories texts and maps Introducing a variety of languages through stories from different countries and in different languages. Games with matching pictures/words in French.	That France is a country. They speak a different language called French. Where is France on a map?
At the end of EYFS children should know:	<ul style="list-style-type: none"> ● France is another country. ● They speak a different language. ● The language they speak is called French. ● Some basic knowledge of songs and rhymes in French. 					
Year 1	* Recognise and understan d some familiar words and phrases in written form		Answer register -Bonjour * Imitate pronunciation - songs and rhymes	* Listen to familiar spoken words and phrases * Listen to French songs and rhymes	Praise words and classroom phrases e.g. écoutez (listen), regardez (look) and taisez-vous (be quiet), bien (good), très bien (very good), super, bravo, fantastique	French flag Where is France on a map in relation to the UK?
Year 2	* Read aloud in chorus, with confidenc e and enjoyment , from a		* Respond to familiar spoken words and phrases Answer register -Bonjour * Imitate pronunciation - songs and rhymes	* Understand conventions such as taking turns to speak, valuing the contribution of others * Listen to familiar spoken words and phrases	Praise words and classroom phrases e.g. écoutez, regardez, taisez-vous (be quiet) and montrez moi (show me), Levez-vous (stand up), asseyez-vous (sit down), super, bravo, fantastique	French flag Where is France on a map in relation to the UK? How would you get there? (link to transport)

	known text			* Listen to French songs and rhymes Numbers, days/months		
At the end of KS1 children should know:	<ul style="list-style-type: none"> ● How to say 'Hello' in French ● Where France is on a map in relation to the UK. ● How one would travel to France. ● Recognise some classroom words and phrases are in French - regardez (look), bien (good), Levez-vous (stand up), asseyez-vous (sit down) etc. ● Repeat songs and rhymes in French with growing confidence. ● Start to imitate pronunciation. 					
Year 3	<p>* Make links between some phoneme, rhymes and spellings and read aloud familiar words</p> <p>*Notice the spelling of familiar words</p> <p>*Recognise how sounds are represented in written form</p>	<p>* Write some familiar simple words accurately using a model (copy)</p> <p>* Write some familiar simple words from memory</p>	<p>* Communicate with others using simple words and phrases</p> <p>* Use the correct pronunciation in spoken work</p> <p>* Recognise question forms and negatives</p> <p>Numbers days/months weather (visual calendar)</p>	<p>* Link sounds to meanings</p> <p>* Recognise question forms and negatives</p> <p>* Identify specific sounds, phonemes and words</p>	<p>In context of greetings, alphabet, colours, numbers, pets, The Hungry Caterpillar & 'France'</p> <p><u>Core structures:</u></p> <p>Comment tu t'appelles? Comment t'appelles-tu'? Je m'appelle...</p> <p>To recognise the core structure c'est Quel âge as-tu? and the response J'ai...ans</p> <p>Combien de ...? (How many ...?)</p> <p>'Tu as...?'/ 'As-tu ?' and the response 'J'ai....., il/elle a...</p> <p>Listen to and identify phonemes 'on', 'i', 'eau'</p> <p>Il y a.... There is/there are.....</p> <p>Days of the week, Months of year</p> <p>Numbers to 20</p> <p>Je mange, tu manges, Il/elle mange</p>	<p>Recap -</p> <p>Where is France on a map in relation to the UK?</p> <p>How would you get there? Looking at ports for ferries and airports.</p> <p>Can we find these on an Ordnance Survey map?</p> <p>Capital of France.</p> <p>Identify and draw French flag.</p>

	* Identify specific sounds, phonemes and words					
Year 4	<p>*Read and understand familiar words and short written phrases</p> <p>*Follow a short text while listening and reading, saying some of the text</p> <p>*Read a wider range of words, phrases and sentences aloud</p> <p>*Apply phonic knowledge to decode text</p>	<p>*Write some familiar words and phrases (noun & gender and adjectives) without help (from memory)</p> <p>*Copying simple structures</p> <p>*Use question forms</p> <p>* Use phonic knowledge to support accurate pronunciation and to write simple words and phrases</p> <p>*Recognise and apply simple agreements (e.g. gender, plural, singular)</p>	<p>*Use question forms</p> <p>* Use phonic knowledge to support accurate pronunciation and to say simple words and phrases</p> <p>Numbers</p> <p>days/months</p> <p>weather (visual calendar)</p>	<p>*Listen to and identify words and short phrases</p> <p>*Communicate by answering a wider range of questions</p> <p>*Sort words according to sounds</p> <p>*Recognise negative statements</p> <p>*Recognise categories of words (e.g. colours) and word classes</p>	<p>In context of family and portraits, Jack and the Bean stalk (vegetables, life cycles, shopping), sports and free time.</p> <p><u>Core structures:</u></p> <p>Quelle est la date de ton anniversaire? Quelle est la date aujourd'hui?</p> <p>'Tu as...?'/ 'As-tu ?' 'J'ai....., il/elle a...'</p> <p>il / elle s'appelle , il / elle a ---- ans.</p> <p>'C'est,</p> <p>Il y a,' and 'Il n'y a pas de'.</p> <p>Je suis, Tu es..., Il/elle est</p> <p>Masculine, feminine, singular and plural</p> <p>'il/elle a' and 'il/elle est'</p> <p>Quel âge as-tu? J'ai...ans</p> <p>Tu aimes ...?J'aime, Je n'aime pas, J'adore</p> <p>Il/elle aime...</p> <p>C'est</p> <p>Je voudrais</p> <p>Je veux, tu veux, il/elle veut</p> <p>Je joue/tu joues, il/elle joue</p> <p>Je fais/tu fais/il/elle fait</p> <p>Listen to and identifying French phonemes</p> <p>Days of the week Months of year</p> <p>Numbers to 31</p> <p>Colour, size and some simple adjectives. simple awareness of position and agreement</p> <p>Je mange, tu manges, Il/elle mange</p> <p>Je vais/tu vas/il/elle va</p>	<p>French Painters (portraits)- where are these well known paintings? Can we find the towns the galleries are in on the map?</p> <p>Major sports centres in France - Find these on a map.</p> <p>What is shopping in France like?</p> <p>Food in France</p> <p>French designers</p> <p>Landmarks</p> <p>Traditions/Festivals - Birthday</p>

	<p>*Recognise and apply simple agreements (e.g. gender, plural, singular)</p> <p>*Recognise negative statements</p> <p>*Recognise categories of words (e.g. colours) and word classes</p>					
At the end of LKS2 children should know:	<ul style="list-style-type: none"> ● Capital of France is Paris. ● What the French flag looks like. ● Write familiar words and phrases using correct gender, plurals and adjectives. ● Use phonic knowledge to attempt correct pronunciation. ● Write simple words and phrases and recognise and apply simple agreements so sentences are grammatically correct. ● Some cultural festivals and celebrations in France. ● Becoming increasingly confident when speaking and writing in French. 					
Year 5	<p>*Read and understand some of the main points from a short text</p>	<p>*Understand how a simple sentence is written</p> <p>*Write words, phrases and a</p>	<p>*Communicate by asking a wider range of questions</p> <p>*Express simple opinions</p>	<p>*Pick out some of the main points from short spoken passages</p> <p>*Join in a short conversation</p> <p>*Understand simple opinions</p>	<p>In context of music likes/dislikes, animals, weather, Scène de plage and la ville.</p> <p><u>Core structures:</u></p> <p>J'aime, je n'aime pas, j'adore</p> <p>Je préfère ... /Je déteste ...</p> <p>Tu aimes...? Il/elle aime...</p> <p>Je suis Tu es... Il/elle est</p>	<p>Famous french composers - where did they live?</p>

	<p>*Recognise typical conventions of word order and compare with English</p> <p>*Understand and use negative statements</p>	<p>few sentences using a model</p> <p>*Remembering simple structures and applying in new contexts</p> <p>*Joining simple sentences using et/mais</p> <p>* Manipulate language by changing a single element in a sentence</p> <p>*Understand and use negative statements</p> <p>*Apply knowledge of language rules and conventions when building short sentences</p> <p>* Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>	<p>*Make a short presentation using a model</p> <p>*Develop accuracy in pronunciation and intonation</p> <p>* Manipulate language by changing a single element in a sentence</p> <p>*Use repair strategies to keep a conversation going</p> <p>*Understand and use negative statements</p> <p>*Apply knowledge of language rules and conventions when building short sentences</p> <p>Numbers days/months weather (visual calendar)</p>	<p>*Recognise typical conventions of word order and compare with English</p> <p>*Understand and use negative statements</p>	<p>Il y a.... Qu'est-ce que c'est ? c'est.... Je voudrais, Je veux, tu veux, il/elle veut Listen to, identify & pronounce phonemes Numbers to 69 Quel temps fait-il? il est..../il fait Où est....? link two simple sentences using et, mais Months of year, Days of week Masculine, feminine, singular and plural Colour, size and some simple adjectives. basic awareness of position and agreement c'est and negative form ce n'est pas. J'ai, tu as..?, il/elle a... Je joue/tu joues, il/elle joue Je fais/tu fais/il/elle fait Je vais/tu vas/il/elle va (à/au/aux)</p>	<p>Anthem: <i>La Marseillaise</i> - likes/dislikes</p> <p>Town, villages and sea-side places on map of France. Seas around France</p> <p>Mountain ranges in France - ski resorts - Map work. Rivers</p> <p>Celebrations in France - Christian</p> <p>Weather - map of France À Paris il fait chaud etc..</p>
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Year 6	<p>*Read aloud with confidence, enjoyment & expression, in chorus or individually</p> <p>*Read & understand the main points & some detail from a short written passage</p> <p>*Identify different text types & read short, authentic texts for enjoyment or info.</p> <p>*Match sound to sentences &</p>	<p>*Write several sentences from memory</p> <p>*Develop a short text using a model</p> <p>*Know how to use a bilingual dictionary to check their spelling & the gender</p> <p>*Notice & manipulate agreements</p> <p>*Use knowledge of words, text & structure to make meaning, using simple language</p> <p>*Apply knowledge of words & text conventions to build meaningful sentences & short texts</p> <p>* Use 1st, 2nd & 3rd person singular forms</p>	<p>*Join in a short conversation</p> <p>*Give a clear presentation in a clear audible voice</p> <p>*Recognise the importance and significance of intonation</p> <p>*Notice and manipulate agreements</p> <p>*Use knowledge of words, text and structure to make meaning, using simple language</p> <p>Numbers days/months weather (visual calendar)</p>	<p>*Listen to and understand the main points and some detail from a short spoken passage</p> <p>*Notice and manipulate agreements</p>	<p>In the context of the café, planets and Little Red Riding Hood.</p> <p><u>Core structures:</u></p> <p>Numbers (at least) to 69</p> <p>Masculine, feminine, singular and plural</p> <p>Listen to, identify & pronounce Fr.phonemes</p> <p>Colour, size and some simple adjectives</p> <p>awareness of position and agreement</p> <p>J'ai, tu as, as-tu..? il/elle a</p> <p>J'aime, Je n'aime pas Aimes-tu? Tu aimes..?</p> <p>Il/elle aime...</p> <p>Qu' est-ce c'est?</p> <p>Où est ?</p> <p>Je voudrais</p> <p>Je veux, tu veux, il/elle veut</p> <p>Je mange, tu manges, Il/elle mange</p> <p>Je n'ai pas de</p> <p>Quelle heure est-il?</p> <p>Il est une heure / deux heures...</p> <p>Je vais/tu vas/il/elle va + infinitive</p> <p><u>Optional extras:</u></p> <p>Je sais/tu sais/il/elle sait + infinitive</p> <p>Je vois/tu vois/il/elle voit</p>	<p>Tourist attractions - Où est? Population: 68 million people live in the country (2021)Motto: 'Liberté, Egalité, Fraternité' (Liberty, Equality, Fraternity)</p> <p>Government: Democracy</p> <p>Religion: mainly Christians 65%, Muslims 8%</p> <p>Currency: 1 Euro = 100 cents, until 2002 French Franc</p> <p>History: In 700 - 500 BC the Celtic Gauls arrive in France. In 58 - 50 BC Roman Emperor Julius Caesar defeats the Gauls and France becomes part of the Roman Empire until 476 AD. French was ruled by kings for many centuries until the storming of the Bastille during the French Revolution in 1789. Then Napoleon becomes Emperor of the French Republic until he is sent to exile. Flag: blue, white and red. The French refer to the flag as 'Tricolore' (French for 'three colours')</p> <p>French celebrate Victory in Europe</p>
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	<p>paragraphs</p> <p>*Notice & manipulate agreements</p> <p>* Apply knowledge of word order & sentence construction to support understanding of written text</p>	<p>of familiar verbs.</p>				
<p>At the end UKS2 children should know:</p>	<ul style="list-style-type: none"> ● Apply learned structures in new contexts. ● Understand main points from a text written and spoken. ● Understand and use negative statements to give an opinion. ● Apply knowledge of language rules and conventions when building short sentences. ● Know how to use a bilingual dictionary to check spellings and gender. ● Apply knowledge of word order and sentence construction to support understanding of written texts. ● Becoming more confident to speak and maintain a short conversation using correct pronunciation through applying phonic knowledge learned. 					
<p>Year 7</p>	<p>*Pupils show that they understand the main points & some of the detail</p>	<p>*Pupils write short texts on familiar topics, adapting language that they have already learnt.</p> <p>*They draw</p>	<p>*Pupils take part in simple conversations, supported by visual or other cues, & express their opinions.</p>	<p>*Pupils show that they understand the main points & some of the detail from spoken passages made up of familiar language, from various contexts, in simple sentences.</p>	<p><u>Core structures:</u></p> <p>Numbers up to 100</p> <p>1st, 2nd, 3rd person singular & plural present tense of regular 'ir', 'er' & 're' verbs</p>	

<p>in short written texts from familiar contexts. *When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words. *They are generally confident in reading aloud, & in using reference materials.</p>	<p>largely on memorised language. *They begin to use their knowledge of grammar to adapt & substitute individual words & set phrases. *They begin to use dictionaries or glossaries to check words they have learnt & to look up unknown words. * Although there may be some mistakes, the meaning can be understood with little or no difficulty.</p>	<p>*They begin to use their knowledge of grammar to adapt & substitute single words & phrases. *Their pronunciation is generally accurate & they show some consistency in their intonation. *They vary their language & sometimes produce more extended responses. *Although there may be some mistakes, pupils make themselves understood with little or no difficulty.</p>	<p>*They may need some items to be repeated.</p>		
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Language Learning Strategies (need to be on going through out all year groups):

- *Use actions and rhymes and play games to aid memorisation
- *Remember rhyming words
- *Use the context of what they see/read to determine some of the meaning
- *Compare the language with English
- *Use mental associations to help remember words
- *Use context and previous knowledge to determine meaning and

pronunciation *Sort words into categories *Use a dictionary to look up spellings *Ask for repetition and clarification *Use context and previous knowledge to help understanding *Look and listen for visual and aural clues *Use a dictionary or word list *Use language known in one context or topic in another context or topic *Ask for repetition or clarification *Listen for clues to meaning e.g. tone of voice or key words *Make predictions based on existing knowledge